

RUFFIN MIDDLE
155 Patriot Lane
Ruffin, South Carolina 29475

GRADES 6-8 Middle School

ENROLLMENT 346 Students

PRINCIPAL Harry Jenkins 843-562-2291

SUPERINTENDENT Charles W. Gale Jr. 843-549-5611

BOARD CHAIR V. Wayne Shider 843-549-5715

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	36	2

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Good	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Average	No

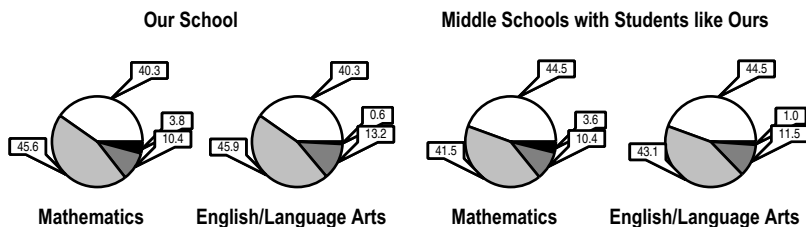
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

93.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	337	98.2	39.3	46.6	13.4	0.6	21.4	Yes	Yes
Gender									
Male	178	97.8	45.5	44.3	9.6	0.6	17.4		
Female	159	98.7	32.2	49.3	17.8	0.7	26.0		
Racial/Ethnic Group									
White	138	97.8	26.8	53.5	18.1	1.6	29.1	Yes	Yes
African-American	193	98.5	48.1	42.1	9.8	0.0	15.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	290	99.0	37.8	48.1	13.3	0.7	23.7		
Disabled	47	93.6	48.8	37.2	14.0	0.0	7.0	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	337	98.2	39.3	46.6	13.4	0.6	21.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	337	98.2	39.3	46.6	13.4	0.6	21.4		
Socio-Economic Status									
Subsidized meals	256	98.4	44.8	44.8	10.0	0.4	16.3	Yes	Yes
Full-pay meals	81	97.5	21.6	52.7	24.3	1.4	37.8		

Mathematics - State Performance Objective = 15.5%

All Students	337	98.5	39.5	46.2	10.5	3.8	25.2	Yes	Yes
Gender									
Male	178	97.8	37.1	47.9	11.4	3.6	22.2		
Female	159	99.4	42.2	44.2	9.5	4.1	28.6		
Racial/Ethnic Group									
White	138	98.6	31.3	46.9	14.8	7.0	30.5	Yes	Yes
African American	193	98.5	45.4	45.9	7.1	1.6	20.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	290	99.3	35.1	48.3	12.2	4.4	28.0		
Disabled	47	93.6	67.4	32.6	0.0	0.0	7.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	337	98.5	39.5	46.2	10.5	3.8	25.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	337	98.5	39.5	46.2	10.5	3.8	25.2		
Socio-Economic Status									
Subsidized meals	256	98.8	44.2	44.2	8.8	2.9	21.3	Yes	Yes
Full-pay meals	81	97.5	24.3	52.7	16.2	6.8	37.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	107	98.1	48.4	41.1	10.5	N/A	10.5
	Grade 7	91	100.0	35.3	52.9	10.6	1.2	11.8
	Grade 8	87	98.9	44.4	46.9	7.4	1.2	8.6
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	124	96.8	47.4	43.1	8.6	0.9	9.5
	Grade 7	111	98.2	41.7	45.4	12.0	0.9	13.0
	Grade 8	103	100.0	28.0	57.0	15.0	N/A	15.0

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	107	100.0	48.5	38.1	10.3	3.1	13.4
	Grade 7	91	100.0	42.4	44.7	8.2	4.7	12.9
	Grade 8	87	100.0	49.4	48.1	2.5	N/A	2.5
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	124	96.8	33.6	44.8	16.4	5.2	21.6
	Grade 7	111	99.1	44.0	43.1	7.3	5.5	12.8
	Grade 8	103	100.0	43.0	51.0	6.0	N/A	6.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 346)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	9.7%	14.6%
Retention rate	6.1%	N/A	4.5%	3.0%
Attendance rate	96.4%	Up from 95.3%	95.3%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.6%		7.9%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.8%		7.9%	5.3%
Eligible for gifted and talented	8.4%	Up from 5.1%	9.0%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech Older than usual for grade	13.6%	Down from 16.8%	14.9%	13.9%
	9.5%	Down from 10.2%	7.0%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Down from 17.4%	1.1%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 26)				
Teachers with advanced degrees	42.3%	Up from 40.7%	48.6%	48.7%
Continuing contract teachers	84.6%	Up from 74.1%	73.2%	81.7%
Highly qualified teachers**	82.6%	N/A	88.6%	90.4%
Teachers with emergency or provisional certificates	8.7%		10.0%	5.3%
Teachers returning from previous year	85.9%	Down from 90.7%	79.9%	85.1%
Teacher attendance rate	93.4%	Down from 94.0%	94.5%	94.8%
Average teacher salary	\$38,192	Up 4.1%	\$39,330	\$40,566
Prof. development days/teacher	5.0 days	Down from 6.9 days	11.5 days	11.0 days
School				
Principal's years at school	12.0	Up from 11.0	2.5	3.3
Student-teacher ratio in core subjects	18.4 to 1	Up from 15.9 to 1	19.2 to 1	21.3 to 1
Prime instructional time	89.4%	Up from 88.4%	88.8%	89.3%
Dollars spent per pupil*	\$8,027	Up 1.8%	\$6,402	\$5,821
Percent of expenditures for teacher salaries*	63.3%	Up from 61.0%	59.2%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	38.9%	Down from 94.8%	90.6%	95.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	100.0%		92.0%	
Highly qualified teachers in high poverty schools**	95.2%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Ruffin Middle School has prepared students to meet the challenges of the assessment system by using programs such as PACT Coaching and Challenge the PACT. Teachers utilized PACT-like questions on teacher-made assessments. Academic plans were written for students scoring Below Basic on the PACT. These students also had the opportunity to participate in a PACT Reading class, Creative Writing, and PACT Math classes, along with the Skills Tutor Lab utilizing the SKILLS TUTOR and ORCHARD programs for additional assistance in all core courses. Title One funds, along with the Twenty-First Century and Community in Schools grants, allowed the school to provide a PACT Math/Science Tutoring Program and the After-School Program. Other programs such as Sisters in Action, Men Above the Crew, Peer Mediation, Just Say No, Individual and Small Group Counseling Groups, Educational Talent Search, and the Jr. Beta Club supported students' motivational level and self-esteem to motivate them to function at their best in the classroom. A Comprehensive Career Guidance Program coupled with Career Education classes, gave students many opportunities to explore careers and occupations.

Ruffin Middle School's test data showed gains over the last three years in English/Language Arts and Math. Continued curriculum alignment and changes, innovative strategies, and new programs were used to improve the areas of Science and Social Studies, as well as, Language Arts and Mathematics.

The transition is now complete. Smoaks Middle school is a fond memory. We are now Ruffin Middle School, home of the Patriots. This has been a very productive year. We still face obstacles that present challenges. However, with continued parental and District Office support, we will meet and exceed every goal and challenge that is set before us.

Harry Jenkins
Principal

Dorothy Smoak
School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	21	92	55
Percent satisfied with learning environment	76.2%	84.8%	89.1%
Percent satisfied with social and physical environment	85.7%	86.7%	85.5%
Percent satisfied with home-school relations	50.0%	86.2%	75.5%

*Only students at the highest middle school grade level at this school and their parents were included.